



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

eLearning Day Best Practice Considerations and Checklist

While this checklist is intended to be a resource for schools working to implement eLearning Days, it may not represent all necessary considerations. Additional items may be identified at the local level. These considerations are not mandated; they are intended to provide guidance as you work to build and scale high-quality eLearning Day experiences for your students.

What may be effective in intermittent eLearning days may not align to long term remote learning situations. For more information please see the [Continuous Learning Guidance Document](#).

Key Considerations		Checklist Items
Logistics	<u>Attendance</u> - Develop and communicate to students and parents a protocol for determining student attendance for eLearning Days.	<input type="checkbox"/> Attendance protocols and reporting system
	<u>Communication Plan</u> - Communicate the plan for eLearning Day implementation (including timeline) beginning with a compelling “why?”, and work to build buy-in from stakeholders.	<input type="checkbox"/> Consider the following stakeholder groups. <ul style="list-style-type: none"><input type="checkbox"/> Parents<input type="checkbox"/> Community<input type="checkbox"/> Business<input type="checkbox"/> Students<input type="checkbox"/> Teachers<input type="checkbox"/> Staff<input type="checkbox"/> School Board
	<u>Training Plans</u> - Create a professional development plan to provide staff adequate training for eLearning Day implementation. Ensure students are aware of eLearning Day structure and expectations.	<input type="checkbox"/> Utilizing the LMS <input type="checkbox"/> Posting/locating digital content <input type="checkbox"/> Downloading digital content (if no WiFi access) <input type="checkbox"/> Completing and submitting assignments



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		<input type="checkbox"/> Designing effective eLearning Day lessons
	<u>Staff Expectations</u> - Clearly define and communicate staff expectations based on assigned roles.	<input type="checkbox"/> Teacher work hours <input type="checkbox"/> Teacher accessibility <input type="checkbox"/> Non-certified staff work schedule and responsibilities (bus drivers, clerical, food service, paraprofessionals, custodial, etc.)
	<u>Community Partners</u> - Engage community partners who provide services that students and parents can utilize on eLearning Days (childcare providers, free Wifi providers, etc.).	<input type="checkbox"/> Request permission to include community partners with free WiFi on corporation list <input type="checkbox"/> Create and post a list of free WiFi providers <input type="checkbox"/> Communicate planned eLearning dates with community partners <input type="checkbox"/> Communicate weather-related eLearning Day dates with community partners
Infrastructure	<u>Internet Access</u> - Demonstrate that a majority of students and teachers have access to digital learning away from school.	<input type="checkbox"/> Student/parent at-home access survey <input type="checkbox"/> Supplemental access (devices or locations) <input type="checkbox"/> Share list of free WiFi options with students and families
	<u>Offline Support</u> - Provide alternatives for any student without internet access at home.	<input type="checkbox"/> Download materials in advance
	<u>Platform Experience</u> - All teachers and students have access to and experience using online platforms (i.e., learning management system) and digital resources for learning.	<input type="checkbox"/> LMS used on a daily basis in class <input type="checkbox"/> Curriculum includes digital resources



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	<u>Technology Support</u> - Provide technology support for students experiencing issues while working from home.	<input type="checkbox"/> Communicate contact information and schedule for technology support
Instruction	<u>Interaction Plan</u> - Develop a protocol for teacher/student communication. Teachers will establish and communicate time periods when they are directly reachable by students and parents to facilitate and support instruction.	<input type="checkbox"/> Contact options (including when WiFi is not available) <ul style="list-style-type: none"> <input type="checkbox"/> Teacher to Student <input type="checkbox"/> Student to Student <input type="checkbox"/> Student to Content
	<u>Work Measurement</u> - IDOE's instructional time requirements available in the Guidance on School Responsibilities for Adhering to Instructional Time and Student Attendance Requirements .	<input type="checkbox"/> Determine deadline to submit assignments/ demonstration of learning. <input type="checkbox"/> Process for students to submit assignments/ demonstration of learning <input type="checkbox"/> Method to assess virtual learning
	<u>Work Continuity</u> - Develop lessons that should cover content that would have been addressed if school were in session in a traditional setting. Assignments, video check-ins, and projects are all ways to assess learning. Focus on the high-priority standards needed for your content areas. Adjustments may be ongoing per your district or school finds necessary.	<input type="checkbox"/> Plan for monitoring quality of eLearning Day lesson materials
	<u>Learning Targets</u> - Inform students of their learning targets for the day. Lesson design should include an instructional component, practice, application, and a demonstration of learning.	<input type="checkbox"/> Determine when the lesson materials will be accessible to students <input type="checkbox"/> Learning targets for lessons are clearly communicated



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	<u>Accommodation Support</u> - Provide students who have accommodations for instruction access to those accommodations, per their IEP/504 plan.	<input type="checkbox"/> eLearning Day supports discussed in case conference committees <input type="checkbox"/> Identify assistive technologies that can be utilized during eLearning Days
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